

# 4J Social Studies Curriculum Adoption

November 2021 Update

## Background

<sup>1</sup>4J social studies courses are taught in six languages: American Sign Language, Chinese, English, French, Japanese, and Spanish. The 2021 Oregon Social Sciences Academic Content Standards stipulate that:

- 6th grade social studies is to focus on the non-U.S. Western Hemisphere
- 7<sup>th</sup> grade on the Eastern Hemisphere
- 8<sup>th</sup> grade on U.S. studies with attention to the 1789-1877 time period

Within these areas of focus, students are to receive adequate instruction in content standards specific to five social science domains: civics and government, economics, financial literacy, geography, and history. Each 4J middle school provides daily social studies programming.

<sup>2</sup>At the high school level, standards are not focused by grade level. Instead, students are to receive adequate instruction in the five social science domains within a three-credit pathway, the state minimum for high school graduation. Here is the emergent plan for the “Classic” 4J pathway, which serves the majority of students:

- Grade 9 - 1 credit Global Studies course
- Grade 10 or 11 - 1 credit yearlong U.S. history and government course
- Grade 10 or 11 - 0.5 credit semester-long economics course
- Grade 12 - 0.5 credit semester-long civics course with financial literacy embedded

The yearlong U.S. history and government course requirement can be satisfied through completion of either an Advanced Placement (AP) U.S. History course or a U.S. Studies course (1877-present). Social studies electives in most high schools will include Psychology, AP World History, and AP Human Geography.

<sup>5</sup>North Eugene and Eugene International High School offer alternatives to the Classic 4J pathway. As part of the adoption process, these alternatives will also provide appropriate levels of programming specific to each of the five required domains. To the greatest extent possible, programming in each pathway will share common essential questions and sequencing.

## **Vision**

<sup>4</sup>The social studies curriculum programming being adopted aims to prepare students with (a) the knowledge and skills necessary for active civic participation in a pluralistic representative democracy, (b) diverse perspective-taking along continuums of value and belief, and (c) evidence-based research and reasoning in relation to pressing real-world issues. Recent shifts in standards provided by the Oregon State Board of Education and Legislature have supported and strengthened 4J's commitment to accurately and robustly represent diverse, intersectional identities.

Throughout 4J social studies programming, students are to experience their cultural and linguistic identities being invited, validated, and channeled as important to the well-being and future of their communities -- local to global. The aim is for students to see themselves in the world, the world within themselves, and their agency in bringing about positive transformation.

## **Aligned Criteria**

<sup>5</sup>The 4J Social Studies Curriculum Adoption Committee is to create secondary social studies curriculum maps, inclusive of assessment activities, unit plans, and ~\$1.5 million of material purchase recommendations for the Eugene 4J Superintendent. The Committee is composed of two core members from each high school, one core member from each middle school, and the secondary Social Studies Teacher on Special Assignment as lead facilitator. The adoption aligns with:

- 4J Board [Instructional Materials Selection](#) Policy
- Oregon School Board of Education's [2021 Social Sciences Academic Content Standards](#)
- [Common Core State Standards for Social Studies](#)
- Recent Oregon legislation impacting social studies education:
  - [Senate Bill 13](#) – Tribal History | Shared History
  - [Senate Bill 513](#) – High School Civics Course Requirement
  - [Senate Bill 664](#) – Genocide & Holocaust Education
  - [House Bill 2845](#) – Ethnic Studies Standards
- 4J Social Studies Curriculum Adoption Committee's [Evaluation Rubric](#) (draft)
- 4J Social Studies Curriculum Adoption Committee's [Ethnic Studies Tool](#) (draft)
- 4J Social Studies Curriculum Adoption Committee's [Unit Planning Template](#)
- [Common Core State Standards for Social Studies](#)

## Proposed Timeline

August 2019 – December 2021	Generate draft scope and sequences for grades 6-9, High School US Studies, AP US History, History of the Americas (HOTA) and complementing materials lists (English and Spanish).
August 2021 – December 2021	Pilot Team members review scope and sequences and map pilot materials to units selected for piloting. SS Committee and SS TOSA support resource gathering for the unit as needed. Committee finalizes “a common vision with aligned criteria, evaluation rubric and a timeline for curriculum adoption” and receives public comment on these items.
October 2021 – December 2021	Finalize decisions about which units are getting piloted this year. Workshop units as a group. Consider community partners (and/or student affinity groups) to invite feedback from.
December 2021 – January 2022	Finish unit plans. Workshop them. Implement any that are ready as soon as possible. If already implemented, refine through group feedback or integration of data.
February 2022 – June 2022	Implement remaining units. Re-workshop units with knowledge/insights offered by data discussion. Finalize the first iteration of materials adoption.
August 2022 – June 2023	Implement first iteration of grades 6-9, HS U.S., AP U.S., and HOTA adoptions in English and Spanish. Provide relevant training and support. Continue finalizing and adopting for these courses to ensure they maintain alignment with standards and an ethnic studies focus. Pilot materials for 6-11 Chinese, French, and Japanese SS courses, as well as HS Economics, Civics, and Grade 10 @ EIHS & North. Psychology and AP Human Geography and/or other districtwide SS electives or SS courses requisite for IB diploma may also be piloted.
August 2023 – June 2024	Implement the first iteration of grades 6-11 adoptions in Chinese, French, and Japanese. Implement second iteration of grades 6-9, HS U.S., AP U.S., and HOTA adoptions in English and Spanish. Implement first iteration of HS Economics and Civics courses. Provide relevant training and support. Continue finalizing and adopting for these courses to ensure they maintain alignment with standards and an ethnic studies focus.

August 2024 – June 2025	Implement a second iteration of grades 6-11 adoptions in Chinese, French, and Japanese. Implement “final” iteration of grades 6-9, HS U.S., AP U.S., and HOTA adoptions in English and Spanish. Implement the second iteration of HS Economics and Civics courses. Provide relevant training and support. Continue finalizing courses as needed in order to ensure they maintain alignment with standards and an ethnic studies focus.
August 2025 – June 2026	Pilot EIHS Grade 9 SS in Chinese. Provide relevant training and support. Refine. Finalize other courses and pilots. In 2025 or 2026, new Oregon Social Science standards will be finalized by the Oregon School Board.
August 2026 – June 2027	Begin 6-12 alignment/purchasing with new OR SS standards. Pilot EIHS Grade 10 SS in Chinese. Provide relevant training and support. Refine.
August 2027 – June 2028	Continue 6-12 alignment/purchasing with new OR SS standards. Pilot HOTA in Chinese. Provide relevant training and support. Refine.